

How to Facilitate Discourse

Description: This module is a 3-hour professional development module. Participants will begin by reading and discussing “Let’s Talk” (Stein, 2007) in order to establish common background. Next participants will use the “Levels of Classroom Discourse” rubric (Hufferd-Ackles, Fuson, and Sherin, 2004) to describe and assess current discourse practices in their own classrooms. Using these two resources as a vision of productive discourse in the math classroom, participants will learn about creating classroom norms that establish a safe space for productive discourse. Then, participants will learn six discourse moves to use during instruction to facilitate productive discourse. Finally, participants will connect this learning to their classroom by creating a plan for implementation.

Outcomes and Success Indicators

Outcome #1: Teachers will define mathematical discourse as applied at the secondary level.

Success Indicators: Provide a definition, characteristics, examples, and non examples

Outcome #2: Teachers will recognize benefits of discourse to teaching and learning.

Success Indicators: Reflection on the process (benefits, roadblocks, extended learning) and identification of next steps

Outcome #3: Teachers will understand classroom discourse as a group dynamic that develops with effort and over time.

Success Indicators: Provide reasonable assessment of current level of classroom discourse and identify targets and timeline for deepening each dimension of the “Levels of Classroom Discourse” rubric.

Outcome #4: Teachers will learn to generate and reinforce classroom norms for student and teacher behavior during discourse

Success Indicators: Provide an action plan regarding establishing norms, with rationale for decisions; describe differences in roles of facilitator, leader and co-learner; visibly post norms (developed in collaboration with students) as evidence of progress towards a supportive environment for discourse; and craft a rubric to evaluate and provide feedback on discourse norms.

Outcome #5: Teacher will facilitate discourse, encouraging students to extend thinking and to make connections to others’ ideas and to important mathematical concepts.

Success Indicators: Create an action plan, identifying strategies and timeline for implementing discourse moves; identify and use a set of moves for facilitating discourse.

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Agenda

Welcome, icebreaker, norms, and agenda

Establishment of the importance of discourse

ACTIVITY 1: Reading and processing the article “Let’s Talk” (Stein, 2007)

ACTIVITY 2: Review of discourse rubric and self-evaluation

ACTIVITY 3: Highlighting of the importance of norms to discourse; viewing of video for evidence of norms

ACTIVITY 4: Exploring teacher discourse moves and watching for teacher moves in video clips

REFLECTION & ACTION: Using rubric to create action plan